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ABSTRACT

Although Aymara is the native language of more than one million people, there has been up to now very little material available in Aymara. The Aymara Language Materials Project, begun formally in 1969, has concentrated on providing simultaneously a culturally accurate set of materials for learning the Aymara language and an introduction to the Aymara culture for use among students anywhere in the world who are interested in learning the language and culture of the Aymara. The materials developed consist of: 1) three volumes of printed materials - a student textbook, teacher's manual, and grammatical sketch, or reference grammar; 2) 70 hours of tapes to accompany the printed materials; and 3) a computer print-out concordance glossary. All these materials have been tested in courses given at the University of Florida and have been corrected and modified accordingly. However, since research in the language continues, there will be continual updates, particularly of Volume III. The tapes are available from the Department of Linguistics at the University of Pittsburgh at a cost of approximately $60.00. The glossary is available from the Center for Latin American Studies at the University of Florida at Gainesville for approximately $15.00. (Author/KM)

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AYMARA LANGUAGE PROJECT: BASIC RESEARCH FOR DESCRIPTION OF LANGUAGE; AYMARA GLOSSARY; PREPARATION OF TEACHING MATERIALS

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AUTHOR'S ABSTRACT

Although Aymara is the native language of more than one million people, there has been up to now very little material available in Aymara. The Aymara Language Materials Project begun formally in 1969 has concentrated on simultaneously providing a culturally accurate set of materials for learning the Aymara language and as an introduction to the Aymara culture for use among students anywhere in the world who are interested in learning the language and culture of the Aymara. A complete set of grammar, student, and test materials for the basic course in the Aymara language was developed by Dr. M. J. Hardman-de-Bautista, Professor of Anthropology and Linguistics at the University of Florida and Director of the project, Mr. Juan de Dios Yapita, Director, Instituto de Lengua y Cultura Aymara (ILCA), and Ms. Juana Vasquez, Instituto Nacional de Estudios Lingüísticos (INEL), the latter two native Aymara-speaking linguists. All materials developed have been tested in courses given at the University of Florida and have been corrected and modified accordingly. However, since research in the language continues, there will be continual updates, particularly of Volume III.

INTRODUCTION

Although Aymara is the native language of more than one million people, most of whom are residents of Bolivia and Perú, there has been up to now very little material available in Aymara so that it has been almost solely a spoken language within Aymara communities. Aymara children speak the language at home, but when they enter school they are taught in Spanish. The very few grammars in Aymara that existed were developed primarily for religious purposes, although one or two have come out of intellectual traditions or "development" aspirations. Although a few of these authors had had linguistic training, because native speakers' involvement was limited these materials are largely culturally and linguistically inaccurate and are not generally recognized as authentic by the Aymara people.

METHODS

The Aymara Language Materials Project, begun formally in 1969, has concentrated on simultaneously providing a culturally accurate set of materials for learning the Aymara language and as an introduction to the Aymara culture. Dr. M. J. Hardman-de-Bautista, Professor of Anthropology and Linguistics at the University of Florida and Director of the project, Mr. Juan de Dios Yapita Moya, Director, Instituto de Lengua y Cultura Aymara (ILCA), and Ms. Juana Vasquez, Instituto Nacional de Estudios Lingüísticos (INEL), developed a complete set of grammar, student, and test materials for the basic course in the Aymara language with the collaboration of graduate students Ms. Laura Martín-Barber, Ms. Nora Clearman England, and Ms. Lucy Therina Briggs. Because of the

co-authorship of native speakers and linguists, the language materials are culturally accurate to the every day situation in Aymara communities and are accepted as valid by these communities as teaching materials for language and culture. The alphabet used by the project was developed in 1966 by Mr. Juan de Dios Yapita, the first alphabet to be proposed by an Aymara for the Aymara, and the first to be used by the Aymara for their own internal purposes.

All materials have been tested in courses given at the University of Florida, and have been and continue to be corrected and modified accordingly. Since research in the language continues, there will be continual updates, particularly of Volume III.

RESULTS

The materials set consists of 1) three volumes of printed materials -- pedagogical grammar, teacher's manual, reference grammar; 2) 70 hours of pedagogical tapes; and 3) concordance glossary.

VOLUME I: AYMAR AR YATIQAÑATAKI, 498 pp, the student manual, contains no grammatical explanation or other commentary. The Aymara material is presented in the clearest pedagogical manner; for easy reading in the dialogues and reviews, for structural clarity in the exercises. Where translations are provided -- in the dialogues and for the first sentence and/or first frame of the exercises -- the translations are provided in both Spanish and English, making the volume immediately ready for use with students whose first language is either Spanish or English. All titles are provided in the three languages. The materials are

designed for a minimum of 300 contact hours plus 600 outside hours, or a total of 900 hours of study. This is equivalent to approximately 30 quarter credit hours or 20 semester hours at the university level.

VOLUME II: TEACHERS' MANUAL TO ACCOMPANY AYMAR AR YATIQAÑATAKI, 429 pp, contains material necessary to the teacher. Students may also wish to have this material. Included in this volume are: phonology exercises, for use in improving pronunciation when needed; indices of all volumes, including cross-indices; grammatical, pedagogical and cultural notes for each unit; supplementary exercises, concentrating on verb forms and essential to the mastery of these forms; answer sheets for the review section of each unit, to be given to the student after the grading of her/his responses on the tape; answer sheets for the periodic examinations, handled the same as for the review sections; and additional visual aids for use throughout the text, but primarily in the early units. Because the first volume is purely pedagogically presented Aymara, the second volume contains a great deal of the material normally included in a beginning textbook, and therefore is essential to the course.

VOLUME III: GRAMMATICAL SKETCH OF THE AYMARA LANGUAGE TO ACCOMPANY AYMAR AR YATIQAÑATAKI, 401 pp. This volume is basically a reference grammar and may stand on its own apart from the teaching materials. The relevant sections of this volume are cross-indexed to the first volume in the second volume, so that an interested person can find the grammatical

description of any particular structure. Grammatical descriptions are therefore almost entirely absent from the first two volumes, and persons interested in the description of the forms they are learning will find it necessary to consult this third volume. The general structure of the Aymara language is described, followed by specific chapters on the phonology, verbal derivational system, verbal inflectional system, substantive morphology, and brief chapters on the independent suffixes, the sentence suffixes and the syntax.

The above materials are available from ERIC (Educational Research & Information Clearinghouse) in microfiche, or from the University of Florida library in hard copy at cost.

Tapes to accompany these materials, lasting 70 hours, are available from the Department of Linguistics, the University of Pittsburg, Attention: Dr. Christina B. Paulston, at a cost of approximately $60.00.* There are 16 master reels, one for each of the 13 units and 1 each for the phonological exercises, the exams, and the supplementary exercises. All tapes are made pedagogically, with pauses for repetition. They may be used on machines designed to have the student record after the master voice. The dialogues are presented with complete repetition and then with reinforced stimulus/response. Exams and reviews are made without answers on the tapes -- to be provided with the answer sheets from the Teachers' Manual. Phonology exercises provide for both recognition and production.

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In addition to the printed materials and the tapes, a computer print-out concordance glossary is available from the Center for Latin American Studies, 319 Grinter Hall, University of Florida, Gainesville, for $15.00.* The glossary is a complete concordance of all dialogues, some reviews, and the exercises of Units V, VI, VII, and XII. The glossary contains three complete concordances: by words, roots, and suffixes. (The texts of all dialogues, reviews, and exercises will be included for an additional $5.00 upon request).

Secondary results of the Aymara Language Project have been the following:

Twenty-seven students have taken the formal course in Aymara under the direction of personnel of the project both at the University of Florida and at the summer intensive course at the University of Pittsburgh;

The rare original research which has been possible through the project has contributed to knowledge of the language and culture of the Aymara people and is helpful to both the students involved and the Aymara people. This research has produced two M.A. theses (plus two M.A.s and two Ph.D.s in process), 7 papers at professional meetings, five published articles, and 16 term papers. In addition, the Aymara language has been the practice language in four linguistics field methods courses;

An Aymara Newsletter is being published which connects those interested in the Aymara language and culture in universities around the world with each other and with the Aymara people in Bolivia;

A primer, AYMARA, has been written by Ms. Juana Vásquez, one of the native speakers involved in the project;

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A primer, SISTEMA YAVA, AYMAR LIYIÑ QILLQAÑ YATIQAÑATAKI, written by Ms. Vásquez and Mr. Yapita, is used as a correspondence course for literacy;

A correspondence course system has been developed between the University of Florida and individuals interested in learning the Aymara language and culture at home or at a school where the language is not taught;

Ms. Vásquez' paintings of scenes from everyday life in an Aymara community were exhibited here at the University of Florida through the Center for Latin American Studies in October, 1971. Most of these paintings are reproduced within the language material, although unfortunately not in color.

CONCLUSIONS

The Aymara Language Materials Project has been successful in simultaneously providing a culturally accurate set of materials for learning the Aymara language and as an introduction to the Aymara culture. The materials developed are being used in teaching language and culture here at the University of Florida and in Bolivia and Perú.